

Minutes
Faculty Senate Meeting
March 12, 2013

- I. Chair Flannagan called the meeting to order at 3:46 PM**
Senators Present: Bauer, Bausmith, Brogdon, Carpenter, Dittman, Eargle, Engelhardt, Fry, Gourley, Hill-Chapman, Kelley, Kiely, Lowry, Meetze, Moldenhauer, Muller, Nagata, Newman, Ramey, Shannon, Singleton, Smolen-Morton, Warters, Whitmire, Zaice
Also Present: Flannagan (chair), Kennedy (parliamentarian)
Senators Absent: Lowry (excused), Sacash
- II. The minutes from the February 5, 2013 meeting were approved as posted.**
- III. Report from Executive Committee**
Chair Flannagan announced and held discussion concerning the following items/issues: March 1st Board of Trustees meeting and Board approval of Industrial Engineering program (CHE approval anticipated summer 2013 and IE classes spring 2014); commencement speaker and honorary degree recipients; several new trustees beginning; successful NASAD accreditation for Fine Arts; April 19th meeting of the General Faculty.
- IV. Report from Academic Affairs Committee**
1. Department of Fine Arts
 - Item A. Changes to the name and description for MU 150 passed.
 - Item B. Changes to Music courses to reflect changes in ensemble requirements passed.
 - Item C. Addition of a previously approved course to the Photography specialty passed.
 2. Department of Nursing
 - Item A. Addition of a course, NURS 314, passed.
 3. Department of Political Science and Geography
 - Item A. Addition of a course to the criminal justice course section of the Political Science criminal justice option passed.
 4. Department of English, Modern Languages, and Philosophy and the Department of Mathematics (regarding Social Science courses for Secondary Education majors)
 - Item A. Changes to the English Secondary Education Social Science general education requirements passed.
 - Item B. Changes to the Mathematics Secondary Education Social Science general education requirements passed.

- Item C. Changes to the Secondary Education Social Science general education requirements passed.
 - Item D. Changes to the English Secondary Education Certification 4-year plan passed.
5. Department of Mass Communication
- Item A. Changes to the courses required for a Major in Mass Communication passed.
 - Item B. Deletion of Print Journalism track requirements passed.
 - Item C. Deletion of the print journalism track course list passed.
 - Item D. Deletion of select course titles under the Broadcast Journalism track passed.
 - Item E. Addition and removal of course titles under the Convergence Journalism track passed.
 - Item F. Addition and removal of course titles under the Public Relations track passed.
 - Item G. Deletion of select course titles under the Sports Journalism track passed.
 - Item H. Deletion of six courses passed.
 - Item I. Addition of MCOM 306 passed.
 - Item J. Changes to the name and description of MCOM 321 passed.
6. Department of Physics and Astronomy
- Item A. Changes to the pre- and co-requisites for PHYS 306 passed.
 - Item B. Changes to the pre-requisites and the course description of PHYS 200 passed.
 - Item C. Addition of admission requirements for the Industrial Engineering program passed.
 - Item D. Changes to the prerequisites for ENGR 220 passed.
 - Item E. Changes to the prerequisites for ENGR 355 passed.
7. Office of the Provost
- Item A. Changes to the description of the University Life program passed.
 - Item B. Changes to the UL 100 course description passed.
 - Item C. Addition of a new course to University Life program passed.
 - Item D. Changes to the description for withdrawing from the University with the emphasis on Military service passed.

8. School of Business
 - Item A. Changes to the requirements for economics majors to include MATH 134 and dropping MATH 140 or 201 passed.
 - Item B. Changes to the Economics 4 year plan to show the change of Math requirements passed.

9. School of Education
 - Item A. Changes to the language regarding Education Certificate Approval passed.
 - Item B. Addition of a disclaimer regarding add-on certification passed.
 - Item C. Addition of a disclaimer regarding add-on certification passed.
 - Item D. Addition of a disclaimer regarding add-on certification, and changes Praxis II test numbers for several areas passed.
 - Item E. Changes to the Praxis II numbers for English/Language Arts passed.
 - Item F. Changes to the Praxis II numbers for Social Studies passed.
 - Item G. Changes to the 4 year plan for Middle Level Education passed.
 - Item H. Changes to the course requirements for Middle Level Education passed.
 - Item I. Addition of a disclaimer regarding add-on certification and changes Praxis II test numbers passed.
 - Item J. Changes to the Praxis II test numbers for Mathematics passed.
 - Item K. Changes to the Praxis II test numbers for Science, and changes recommended courses for Science passed.
 - Item L. Changes to the Praxis II test numbers for Science passed.
 - Item M. Changes to the Praxis II test numbers for Social Studies passed.
 - Item N. Changes to the Praxis II test numbers for Social Studies passed.
 - Item O. Changes to the Block designation for EDUC 313 passed.
 - Item P. Changes to the prerequisites for EDUC 310 passed.
 - Item Q. Changes to the Block designation for EDUC 380 passed.
 - Item R. Changes to the prerequisites for Health 312 passed.
 - Item S. Changes to the prerequisites for Health 315 passed.

V. Report from the Graduate Council

1. School of Education
 - Item A. Changes to the description of admission to student teaching passed.
 - Item B. Changes to the list of electives for the Master of Arts in Teaching program passed.
 - Item C. Changes to the course title and description for EDUC 769 passed.
 - Item D. Addition of a new course, EDUC 635, passed.
 - Item E. Addition of a new course, EDUC 636, passed.

2. School of Business

- Item A. Changes to the description of the Master of Business Administration program passed.
- Item B. Addition of a new course, BUS 605, passed.
- Item C. Deletion of four courses passed.
- Item D. Changes to the admission requirements for the MBA program passed.
- Item E. Changes to the requirements for the MBA degree to reflect the changes made in items B and C passed.
- Item F. Removal of written recommendations regarding timing of courses for the MBA program passed.
- Item G. Removal of the prerequisite for MGT passed.

VI. Old Business – None

VII. New Business – None

VIII. Announcements – A variety of upcoming events were announced

IX. Adjournment – The meeting adjourned at 4:15 PM.

Attachment to the Senate Agenda – March 12, 2013

III. Academic Affairs

1. Proposal from the Department of Fine Arts

A. Change, on page 109 of the current catalog, after **MUSIC COURSES (MU)**:

FROM:

150 Jazz Express (1) (Prerequisite: Audition). The Jazz Express is a concert jazz ensemble devoted to the performance of big band jazz literature from all jazz style periods. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

TO:

150 Music Industry Ensemble (1) (Prerequisite: Audition). A chamber ensemble devoted to the development of individual performance and improvisation skills through the preparation and staging of music for small groups representing a variety of classic and modern jazz, pop, rock and soul styles. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

B. Change on page 109 of the current catalog after **MUSIC COURSES (MU)**:

FROM:

120 Show Chorus (1) (Prerequisite: Dance and Vocal Audition). Modern and popular music is rehearsed and performed. Performances involve both singing and dancing. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

TO:

120 Show Chorus (1) (Prerequisite: Dance and Vocal Audition). Modern and popular music is rehearsed and performed. Performances involve both singing and dancing. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

FROM:

130 String Ensemble (1) (Prerequisite: Audition). String music of traditional and modern composers is rehearsed and performed. Material chosen from Baroque, Classical, Romantic, and twentieth century music. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

TO:

130 String Ensemble (1) (Prerequisite: Audition). String music of traditional and modern composers is rehearsed and performed. Material chosen from Baroque,

Classical, Romantic, and twentieth century music. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

FROM:

140 Concert Band (1) The Concert Band is a concert organization offering the opportunity for students to prepare and perform the basic music literature for wind and percussion instruments. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

TO:

140 Concert Band (1) The Concert Band is a concert organization offering the opportunity for students to prepare and perform the basic music literature for wind and percussion instruments. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

FROM:

160 Chamber Jazz Ensemble (1) (Prerequisite: Audition). The Chamber Jazz Ensemble is a jazz combo devoted to the development of individual improvisation skills through the preparation and performance of literature for small jazz groups representing a variety of jazz styles and periods. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

TO:

160 Chamber Jazz Ensemble (1) (Prerequisite: Audition). The Chamber Jazz Ensemble is a jazz combo devoted to the development of individual improvisation skills through the preparation and performance of literature for small jazz groups representing a variety of jazz styles and periods. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and 190) may apply toward graduation requirements for non-majors.

Rationale: The changes are requested to change requested name of MU 150 and to update requirements of all ensembles after adding previously approved new courses.

C. **Change**, on page 112 of the current catalog, after **MAJOR**

FROM:

3b) Photography Specialty: ART 208 or 218, 308 or 318, and 408, and 3 semester hours of art studio courses approved by the faculty adviser and department. (Though only 208 or 218 may be taken under Photography Specialty area, the other may be taken as a Visual Arts Foundation course.)

TO:

3b) Photography Specialty: ART 208 or 218, 308 or 318, 328, and 408.
(Though only 208 or 218 may be taken under Photography Specialty area,
the other may be taken as a Visual Arts Foundation course.)

Rationale: The change is requested to add previously approved Photography Lighting course to the specialty requirements.

2. Proposal from the Department of Nursing

Add, on page 133, of the current catalog

NURS 314 Clinical Decision-Making for Nurses (1) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health care issues. Leadership principles of prioritization and delegation will also be emphasized.

3. Proposal from the Department of Political Science and Geography

A. Change, on page 142, of the current catalog

From:

Optional Track: A major in political science with a concentration in criminal justice requires the following:

1. POL 101, 103, 295, and 395
2. Eighteen hours of criminal justice course work distributed as follows:
 - Six hours of core courses:
 - POL 230 (Introduction to Criminal Justice)
 - SOCI 341 (Criminology)
 - Nine hours of political science:
 - POL 323 (Rights of the Accused)
 - POL 330 (Perspectives on Policing)
 - POL 331 (Administration of Justice)
 - Three hours of sociology selected from:
 - SOCI 342 (Social Deviance)
 - SOCI 343 (Juvenile Delinquency)
 - SOCI 344 (Violence in Society)
 - SOCI 346 (Crime and Organizations)

SOCI 347 (Alcohol, Drugs, and Society)

3. Six hours of additional course work in political science

The minimum number of semester hours required in major courses is 36. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

TO:

Optional Track: A major in political science with a concentration in criminal justice requires the following:

1. POL 101, 103, 295, and 395
2. Eighteen hours of criminal justice course work distributed as follows:
 - Six hours of core courses:
 - POL 230 (Introduction to Criminal Justice)
 - SOCI 341 (Criminology)
 - Nine hours of political science selected from:
 - POL 322 (Civil Rights and Civil Liberties)
 - POL 323 (Rights of the Accused)
 - POL 330 (Perspectives on Policing)
 - POL 331 (Administration of Justice)
 - Three hours of sociology selected from:
 - SOCI 342 (Social Deviance)
 - SOCI 343 (Juvenile Delinquency)
 - SOCI 344 (Violence in Society)
 - SOCI 346 (Crime and Organizations)
 - SOCI 347 (Alcohol, Drugs, and Society)
3. Six hours of additional course work in political science

Note: Sociology 201 -Principles of Sociology is a prerequisite for all sociology courses offered in this optional track.

The minimum number of semester hours required in major courses is 36. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

Rationale: Requiring political science majors with a concentration in criminal justice to take three out of four criminal justice related classes, rather than three out of three criminal justice classes, offers needed flexibility to both students and to the Department of Political Science and Geography, without diluting the requirements of this optional political science track

4. Proposal from the Department of English, Modern Languages, and Philosophy and the Department of Mathematics regarding Social Science courses for Secondary Education majors

A. CHANGE, on page 90 of the 2012-13 catalog, the English Teacher Certification Social Science requirements:

FROM:

Social Science (No more than 6 hours may be taken in any one discipline).....	9 hours
a. Political Science 101 or 103.....	3
b. Geography 101	3
c. Anthropology, Economics, Geography, Political Science or Sociology	3

TO:

Social Science (No more than 6 hours may be taken in any one discipline).....	9 hours
a. Political Science 101 or 103.....	3
b. Anthropology, Economics, Geography, Political Science, or Sociology.....	6

B. CHANGE, on page 121 of the 2012-13 catalog, the Mathematics Teacher Certification Social Science requirements:

FROM:

		B.S.
B.A.		
Social Science (No more than 6 hours may be taken in any one discipline)	9 hours	9
hours		
a. Political Science 101 or 103	3	3
b. Geography 101	3	3
c. Anthropology, Economics, Geography, Political Science, or Sociology	3	3

TO:

		B.S.
B.A.		
Social Science (No more than 6 hours may be taken in any one discipline)	9 hours	
9 hours		
a. Political Science 101 or 103	3.....	3
b. Anthropology, Economics, Geography, Political Science, or Sociology	6.....	6

C. CHANGE, on page 180 of the 2012-13 catalog, the Secondary Education Social Science requirements:

FROM:

		B.S.
B.A.		
Social Science (No more than 6 hours may be taken in any one discipline)	9 hours	9
hours		
a. Political Science 101 OR 103	3	3

b. Geography 101	3	3
c. Anthropology, Economics, Geography, Political Science	3	3

TO:

B.S.

B.A.

Social Science (No more than 6 hours may be taken in any one discipline) 9 hours 9 hours

a. Political Science 101 or 103	3.....	3
b. Anthropology, Economics, Geography, Political Science, or Sociology	6.....	6

D. CHANGE, on page 95 of the 2012-13 catalog, "FOUR-YEAR PLAN FOR ENGLISH, TEACHER CERTIFICATION" Sophomore Year, Spring semester:

FROM:

English Survey	3
Geography 101	3
Education 311	3
Education 313	1
Foreign Language 202	3
Science with lab	4

Total Credits 17

TO:

English Survey	3
Social Science Elective	3
Education 311	3
Education 313	1
Foreign Language 202	3
Science with lab	4

Total Credits 17

Rationale: Currently, mathematics and English majors pursuing the Secondary Certification option are required to take GEOG 101 to fulfill a portion of their social science requirement. This requirement dates back to a time when the South Carolina Department of Education mandated that such a course be taken by all teacher candidates.

This mandate is no longer in effect; thus, we propose changing the social science requirements for mathematics and English majors pursuing Secondary Certification so that they align with Francis Marion University's General Education Requirements, which require 9 hours of coursework in the social sciences, with 3 of those hours being earned in POL 101 or POL 103 and the remaining 6 hours being taken in Anthropology, Economics, Geography, Political Science, or Sociology, with the stipulation that no more than 6 hours may be taken in any one discipline.

5. Proposal from the Department of Mass Communication

A. Change

On page 117 of the current catalog:

A major in Mass Communication requires the following:

From:

1. 21 semester hours of Mass Communication Foundation Courses: Mass Communication 110, 201, 210, 221, 301, 302, and 451

To:

1. 21 semester hours of Mass Communication Foundation Courses: Mass Communication 110, 201, 210, 221, 301, 451, and 455

Rationale: News Editing (MCOM 302) is being removed from the list of foundation courses to make room for Media Ethics (MCOM 455). The Department of Mass Communication wants to make this course mandatory so that each student has a profound understanding of this very important part of journalism and related fields.

B. Delete

On page 117 of the current catalog, the following:

- a) Print Journalism: MCOM 417 and MCOM 401, plus six additional hours from the Print Journalism list, each approved by faculty advisor.

C. Delete

On page 118 of the current catalog, the following:

The entire Print Journalism track

D. Change on page 118 under Broadcast Journalism

From:

Mass Communication
220 Broadcast Production
225 Intro to Sports Broadcasting

230 Mass Communication Practicum
 303 Opinion Writing
 320 Broad Presentation Skills
 321 Broadcast Writing and Reporting
 330 Covering Sports
 340 Social Media Impact on Journalism
 401 Feature Writing
 402 Online Journalism
 405 Foreign Reporting
 406 Environmental Reporting
 417 History of Journalism
 421 Advanced Broadcast Journalism: Reporting & Producing
 430 Critical Issues in Mass Communication
 455 Media Ethics
 470 Media and Society
 475 Sports, Media and Society
 498 Communication Internship

To:

220 Broadcast Production
 230 Mass Communication Practicum
 320 Broad Presentation Skills
 321 Broadcast Writing and Reporting
 340 Social Media Impact on Journalism
 421 Advanced Broadcast Journalism: Reporting & Producing
 430 Critical Issues in Mass Communication
 498 Communication Internship

E. Change on page 118 under Convergence Journalism:

From:

Mass Communication
 230 Mass Communication Practicum
 Choice from Print Journalism*
 Choice from Broadcast Journalism*
 304 Photojournalism or
 402 Online Convergence Journalism
 445 Media Ethics
 498 Communication Internship
 *The same course cannot satisfy two requirements

To:

230 Mass Communication Practicum
 Choice from Broadcast Journalism*
 Choice from Sports Journalism*
 Choice from Public Relations*

306 News Editing and Design
 401 Feature Writing
 402 Online Journalism
 440 Convergence Journalism
 498 Communication Internship
 *The same course cannot satisfy two requirements

F. Change on page 118 under Public Relations:

From:

Mass Communication
 230 Mass Communication Practicum
 304 Photojournalism
 305 Page Layout and Design
 310 Public Relations Technique
 330 Covering Sports
 340 Social Media Impact on Journalism
 410 Advance Public Relations
 420 Contemporary Issues in Public Relations
 430 critical Issues in Mass Communication
 455 Media Ethics
 498 Communication Internship

To:

230 Mass Communication Practicum
 304 Photojournalism
 306 News Editing and Design
 310 Public Relations Technique
 340 Social Media Impact on Journalism
 410 Advance Public Relations
 420 Contemporary Issues in Public Relations
 430 Critical Issues in Mass Communication
 498 Communication Internship

G. Change on page 118 under Sports Journalism:

From:

Mass Communication
 225 Introduction to Sports Broadcasting
 230 Mass Communication Practicum
 304 Photojournalism
 320 Broadcast Presentation Skills
 330 Covering Sports
 340 Social Media Impact on Journalism
 402 Online Journalism
 455 Media Ethics

475 Sports, Media and Society
 498 Communication Internship
 381 Sociology of Sport

To:

225 Introduction to Sports Broadcasting
 230 Mass Communication Practicum
 304 Photojournalism
 320 Broadcast Presentation Skills
 330 Covering Sports
 402 Online Journalism
 475 Sports, Media and Society
 498 Communication Internship

H. Delete on page 119-120 in the current catalog the following courses:

303 Opinion Writing (3) (Prerequisite: 201) Practice in writing newspaper editorials, reviews, columns, and op-ed articles.

305 Page Layout and Design (3) Provides instruction in the basics of designing pages for newspapers, magazines, newsletters, and web pages. Introduces students to the terminology and tools of page layout and design, including basic typography, headlines, photos, cutlines, text shapes, grids, modular design, photo spreads, photo illustrations, charts and graphs, use of color, and transforming print into web pages.

405 Foreign Reporting (3) (Prerequisite 201) This course examines the role of foreign correspondents in reporting for newspapers, radio, and television. It serves as a basic course for those interested in working abroad as a journalist.

406 Environmental Reporting (3) (Prerequisite 201 or permission of the department) Student research and write several articles with environmental themes. A variety of contemporary environmental issues are examined throughout the course.

417 History of Journalism (3) The examination of the history of print and broadcast journalism in America. Journalism is traced from its origin through newspapers, magazines and books to the advent of radio, television, cable, and the Internet.

470 Media and Society (3) (Prerequisite 110. At least a junior status or approval of adviser) Examination of how and why the media cover certain stories. Analysis of the impact that media coverage has on society. Deals with such issues as politics, racism, sexual harassment, ethics and privacy.

I. **Add**, on page 119 of the current catalog, the following:

306 News Editing and Design (3) (prerequisite 110 and 201 or permission of department chair) Provides instruction for layout and design, proofreading, headline writing, picture editing and related skills for both online and print publications.

Rationale: The field of journalism is changing (the decline of newspapers and the rise of online delivery of news) and the above changes reflect our recognition of this evolution. The print track has been eliminated, but not the teaching of skills that a journalist would need to work in print media. That has been absorbed by our convergence track. In making these changes, we have tried to eliminate courses that – because of limited faculty staffing and student interest – had not been taught for several years. These changes will help streamline our program and make course selection easier for our students

J. **Change**, on page 119 of the current catalog

FROM:

321 Broadcast Writing and Reporting (3:2-2) (Prerequisite 221) Emphasis is on radio and television news writing and reporting in practical situations. Work in writing for broadcast, in interviewing techniques and in using tape recorders, cameras and editing equipment.

TO:

321 Broadcast Field Production and Reporting (3:2-2) (Prerequisite 221) Students learn the basics of reporting news stories, from the initial idea through the final editing process. The emphasis is on using broadcast news gathering, interviewing and reporting techniques. Along with obtaining a mastery of basic video field production. Students use video camcorders, audio equipment and lighting accessories to videotape news stories on location. They also learn basic skills of computer-based video editing.

Rationale: The Department of Mass Communication is updating the course to include field production skills as well as writing and reporting.

6. Proposal from the Department of Physics and Astronomy:

A. **CHANGE**, on p. 138 of the current catalog, the prerequisite for PHYS 306:

FROM:

306 Computational Physics (3) (Prerequisite: CS 212; prerequisite or corequisite: PHYS 314, Math 203; CS/Math 425 Recommended) F. An introduction to basic computational methods in physics. Students will learn the theory behind and practical applications of numerical techniques applicable to many physical systems. Topics include curve-fitting algorithms,

select problems in mechanics, superposition techniques, matrix algebra, and applications of probability theory.

TO:

306 Computational Physics (3) (Prerequisite: 220 and 314, CS 190 or 212 or 226; prerequisite/corequisite: Math 203) F. An introduction to basic computational methods in physics. Students will learn the theory behind and practical applications of numerical techniques applicable to many physical systems. Topics include curve-fitting algorithms, select problems in mechanics, superposition techniques, matrix algebra, and applications of probability theory.

Rationale: These changes more accurately reflect the skills that are necessary in order for a student to be prepared for PHYS 306. PHYS 220 provides necessary background in scientific computing; PHYS 314 provides necessary background in quantum mechanics and special relativity; and Math 203 provides necessary mathematical background. PHYS 314 is offered only in the spring, and PHYS 306 is offered only in the fall, so it is more appropriate for PHYS 314 to be listed as a prerequisite rather than a corequisite. The students also need a course devoted specifically to computer programming in any language (CS 190 or 212 or 226).

B. CHANGE, on p. 138 of the current catalog, the prerequisite and description for Physics 200.

FROM:

200 Technical Physics I (4:3-3) (Corequisite: Math 111 or permission of the department) F. Introduction to the elements of technical physics that do not require calculus. Topics include the properties of wave motion and sound, heat and thermodynamics, light and geometrical optics, and introduction to the essential ideas of modern physics.

TO:

200 Technical Physics I (4:3-3) (Prerequisite/Corequisite: Math 132 or Math 137 or permission of the department) F. Introduction to waves, fluids, thermodynamics, optics, atoms, nuclei, and particles. Topics include wave motion, sound waves, buoyancy, temperature, gas laws, heat, calorimetry, states of matter, laws of thermodynamics, light, reflection, refraction, diffraction, interference, standing waves, polarization, atomic physics, nuclear physics, and particle physics.

Rationale: In order to progress to Physics 201 Technical Physics II, students must satisfy a corequisite of Math 201. However, Math 201 has a prerequisite of Math 132 or Math 137. This means that students can complete Physics 200 and Math 111 successfully but not be allowed to enroll in Physics 201 since they do not satisfy the prerequisite for enrollment in Math 201. The corequisite change for Physics 200 rectifies this problem. (Note: When Physics 200 was first

proposed, Math 201 had a corequisite of Math 132 so that it was possible for students to take Math 132 and Math 201 simultaneously. This is no longer possible.)

1. Since the Physics 200 corequisite makes it obvious that calculus is not included in this course, this sentence was eliminated from the course description.
2. The topic list was expanded to more accurately describe the course contents.

C. **ADD**, on p. 139 before MINOR (No minor in Industrial Engineering is offered).

Students seeking a B.S. degree in Industrial Engineering must make a formal application for admission to the Industrial Engineering program. Admission to the Industrial Engineering program is a prerequisite for enrollment in ENGR 220 and ENGR 355 and those courses that require ENGR 220 and ENGR 355 as prerequisites. Application for admission would normally be submitted during the semester in which the following requirements are completed. (Students are encouraged to apply for admission at the end of three semesters of full-time study as a lower division student, provided that all requirements for admission to the program have been met.)

REQUIREMENTS FOR ADMISSION INTO THE INDUSTRIAL ENGINEERING PROGRAM

1. Successful completion of the following courses: Physics 200, 201, and 202; Mathematics 201 and 202; and Engineering 101, 201, and 301. The grades earned in these courses must average at least a 2.0 GPA.
2. Earned credit in a minimum of 40 undergraduate credit hours with a cumulative GPA of at least 2.0.

Rationale: This process is necessary because students will be charged higher fees once they are admitted to the program due to the extra costs incurred in offering engineering classes.

D. CHANGE, on page 139 in INDUSTRIAL ENGINEERING COURSES (ENGR).

FROM:

220 Materials Engineering (3) (Prerequisites: PHYS 201 and CHEM 101) S. This course is designed to introduce students to the structures and properties of metals, ceramics, polymers, and composites. In addition, students will gain an understanding of the processing and design limitations of these materials, as well as being introduced to new classes of materials being developed to meet the ever-expanding range of material requirements. Use in manufacturing is emphasized.

TO:

220 Materials Engineering (3) (Prerequisites: PHYS 201 and CHEM 101 and admission to the Industrial Engineering Program) S. This course is designed to introduce students to the structures and properties of metals, ceramics, polymers, and composites. In addition, students will gain an understanding of the processing and design limitations of these materials, as well as being introduced to new classes of materials being developed to meet the ever-expanding range of material requirements. Use in manufacturing is emphasized.

Rationale: Admission to the Industrial Engineering program will be required before students enroll in this course.

E. CHANGE, on page 139 in INDUSTRIAL ENGINEERING COURSES (ENGR).

FROM:

355 Production and Operations Management (3) (Prerequisites: 101 and 201) S. Study of the production and operations component of companies. Topics include capacity and location planning, inventory management, scheduling of jobs and projects, and quality assurance and control. Use of quantitative methods. Credit cannot be received for both ENGR 355 and MGT 355.

TO:

355 Production and Operations Management (3) (Prerequisites: 101 and 201 and admission to the Industrial Engineering Program) S. Study of the production and operations component of companies. Topics include capacity and location planning, inventory management, scheduling of jobs and projects, and quality assurance and control. Use of quantitative methods. Credit cannot be received for both ENGR 355 and MGT 355.

Rationale: Admission to the Industrial Engineering program will be required before students enroll in this course.

7. Proposal from the Office of the Provost:

A. Change, on page 197, under UNIVERSITY LIFE,

From:

The University Life program at FMU is designed to help entering students learn the necessary academic, cultural, social, and technological skills needed to succeed in the university environment. Classes in the program are taught in sections by specially trained faculty from all areas of the University. First-semester students may enroll in the course, receiving elective credit but not general education credit, on a first-come, first-served basis.

To:

The University Life Program at FMU is designed to help students learn the necessary academic, cultural, social, and technological skills and strategies needed to succeed in the university environment. Classes in the program are taught in sections by specially trained faculty from all areas of the University. Students who successfully complete University Life courses receive elective credit towards graduation. Courses cannot be taken more than once for credit.

Rationale: Removes the reference to Freshmen to allow new transfers to take the course and accounts for the addition of a new course, UL 102.

B. Change, on page 197, under UNIVERSITY LIFE COURSES,

From:

100 University Life (1) F, S, SU. This course is designed for first-year students to assist in the development and enhancement of skills necessary to be successful at FMU. Students will become familiar with the resources available to help solve academic, personal, and social problems.

To

100 University Life (1) (Prerequisite: first semester student with < 25 hours credit or permission of coordinator). F, S, SU. Students will be introduced to skills and strategies that will enhance their study habits and ability to succeed in their degree programs. Students will become familiar with the resources available to help solve academic, personal, and social problems.

Rationale: The main change to this course description is to make it clear to students that it is for incoming freshmen. In the past seniors who needed one hour of credit would sign up for the course. Although the instructors were able to weed

these students out during the first week or two, they did take places away from other students.

C. Add, on page 197, under UNIVERSITY LIFE COURSES,

102 Planning for Success (1). (Prerequisite: permission of coordinator). F,S Students will develop a plan to manage academic work. Skills such as study methods, note taking, and time-management will be emphasized. Students will use resources on campus to improve their academic performance.

Rationale: This course is designed to offer help to students who are not successful in their first semester. Initially students with a GPA of just under 2.0 will be targeted. If this is successful it can be expanded to include more students. Students will be invited into the class by letter over the Christmas break.

D. Add, on page 70, after the section Withdrawing from the University:

MILITARY SERVICE

A student who is a member of the armed services (either active or reserve) and who is called to active service or deployed and who is unable to complete a semester will be withdrawn from courses with a grade of W. A Complete Withdrawal Grade Form must be submitted to the Registrar along with proof of military orders.

A member of the service who is called to active duty or deployed for a short duration because of a natural disaster or similar circumstance will be offered accommodation so that, in consultation with the instructors, all courses may be finished. Accommodation may include alternate assignments or an extension of the time to complete a course.

Rationale: Executive Order 13607, signed by President Obama in April 2012 establishes Principles of Excellence as guidelines for institutions of higher education who receive funds from the Department of Defense. One of the principles is to provide accommodations for service members and reservists absent due to service requirements. In the past we have been empathetic with the needs of students in these situations but there has been no written policy. This formalizes what has been our normal procedure for students called to active duty or deployed.

8. Proposal from the School of Business:

A. Page 167 of the 2012-2013 Catalog

CHANGE the requirements for an economics major (B.S. and B.A)

FROM

The Bachelor of Science degree with a major in economics requires the following:

1. 27 semester hours above Economics 203 and 204, including Business 305 and Economics 310, 320, and 450
2. Completion of two semester of mathematics, including Mathematics 140 or 201
3. English 305
4. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser
 - b) an 18-hour minor approved by the faculty adviser

To earn a Bachelor of Arts degree with a major in economics, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202.

TO

The Bachelor of Science degree with a major in economics requires the following:

1. 27 semester hours above Economics 203 and 204, including Business 305 and Economics 310, 320, and 450
2. Completion of two semester of mathematics, including Mathematics 134
3. English 305
4. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser
 - b) an 18-hour minor approved by the faculty adviser

To earn a Bachelor of Arts degree with a major in economics, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202.

B. 168 of the 2012-2013 Catalog

CHANGE the Four-Year Plan for Economics Majors

FROM

Freshman Year			
Course	Fall Sem. Hrs	Course	Spring Sem. Hrs
English 112	3	English 200	3
Math 111 or higher	3	Math 140 or 201	3
Science**	3	Science**	3
Art 101, Music 101, or Theatre 101	3	History	3
Non-Business Elective	3	Political Science 101 or 103	3
Total Credits	15	Total Credits	15

TO

Freshman Year			
Course	Fall Sem. Hrs	Course	Spring Sem. Hrs
English 112	3	English 200	3
Math 111 or higher	3	Math 134	3
Science**	3	Science**	3
Art 101, Music 101, or Theatre 101	3	History	3
Non-Business Elective	3	Political Science 101 or 103	3
Total Credits	15	Total Credits	15

Rationale: During the 2009-2010 academic year, the School of Business replaced Math 140 as a requirement with Math 134. The following was listed as the rationale: The change to Math 134 (Probability and Statistics) from Math 140 (Applied Calculus) is recommended in order for students to have additional coursework in statistics before more applied study of statistical applications in business. Discussions with faculty and a review of School of Business courses indicate that Mathematics 140, Calculus for Business, is not needed as a foundation course. The material covered in Math 134 is critical for developing the quantitative skills needed for successful completion of 300 and 400 level courses in the Bachelor of Business Administration program. Discussion has occurred with the Department of Mathematics and the elimination of this course would not adversely impact that department.

This change in the mathematics requirement went into effect for all B.B.A. students including economics majors seeking a B.B.A. The Economics Department feels the rationale listed above also applies to the economics majors seeking a B.S. and B.A. A strong foundation in probability and statistics is important to the further development of our B.S. and B.A. majors, as well as our B.B.A. majors.

Also, when the requirement was changed for the School of Business, Bus 205 (Statistical Methods for Economics and Business) was changed to Bus 305 (Applied Statistics for Economics and Business) and the prerequisite for Bus 305 was changed from Math 140 to Math 134. Bus 305 replaced Bus 205 as a required course to get a B.S. or B.A. in Economics. Changing the mathematics requirement from Math 140 to Math 134 would restore the original onus of the requirement, while creating more consistency across the majors.

9. Proposal from the School of Education

A. CHANGE, on page 172 of the current catalog

FROM:

Admission to Student Teaching (Check Point II)

1. Admission to a Professional Education Program at least one full semester prior to the student teacher semester
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A C or better in all education courses
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Tests and Principles of Learning and Teaching Tests).
7. All student teaching applications and PRAXIS scores must be submitted no later than the last day of classes in the semester prior to student teaching.
8. Complete the South Carolina Department of Education Application for Educator Certificate (including background check and finger printing) and receive approval by the state of South Carolina.

TO:

Admission to Student Teaching (Check Point II)

1. Admission to a Professional Education Program at least one full semester prior to the student teacher semester
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A grade of C or better in all education courses
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Test) and PLT (Principles of Learning and Teaching).

7. Attendance at a **mandatory** meeting held the semester prior to Student Teaching. (Dates & Times will be posted).
8. All student packets (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than the Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator Certificate (including updated background check and updated fingerprinting) and receive approval by the State of South Carolina.

B. Change, on page 174 of the current catalog, under ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE

FROM:

Early Childhood Majors have the option to complete South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ELEM 315, ELEM 317, and Education 312. They will also need to pass PRAXIS II Content Exams 0011 and 0012.

TO:

Early Childhood Majors have the option to complete South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ELEM 315, ELEM 317, and Education 312. They will also need to pass PRAXIS II Content Exam 5015.

****Important** – Obtaining an additional certification is the sole responsibility of the candidate. The School of Education is not responsible for changes in add-on certification requirements. State forms and requirements may be obtained from <http://www.scteachers.org/cert>.

C. CHANGE, on page 175 of the current catalog, under ADDING AN EARLY CHILDHOOD ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

FROM:

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Early Childhood Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ECE 320, ECE 420, and ECE 319. They will also need to pass PRAXIS II content Exam 0021.

TO:

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Early Childhood Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Early Childhood Education endorsement, candidates should take the following courses: ECE 320, ECE 420, and ECE 319. They will also need to pass PRAXIS II content Exam 0021 or 5021.

****Important** – Obtaining an additional certification is the sole responsibility of the candidate. The School of Education is not responsible for changes in add-on certification requirements. State forms and requirements may be obtained from <http://www.scteachers.org/cert> .

D. CHANGE, on page 175 of the current catalog**FROM:**

ADDING A MIDDLE LEVEL EDUCATION ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add a Middle Level Education endorsement while completing their undergraduate requirements. Middle Level endorsements may be obtained for English/Language Arts, Mathematics, Science, or Social Studies. Middle Level endorsement will allow candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. See the attached chart for requirements for each area.

Content Area – English/Language Arts.....PRAXIS II 0049

Course Work:

MLE 422: MLE Curriculum & Philosophy

Psych 316L Adolescent Behavior

At least 3 additional hours in English needed

Content Area – Mathematics....PRAXIS II 0069
 Course Work:
 MLE 422: MLE Curriculum and Philosophy
 Psych 316: Adolescent Behavior
 At least 6 additional hours in Mathematics needed

Content Area – Science....PRAXIS II 0439
 Course Work:
 MLE 422: MLE Curriculum and Philosophy
 Psych 316: Adolescent Behavior
 At least 4 additional hours in Science needed

Content Area – Social Studies....PRAXIS II 0089
 Course Work:
 MLE 422: MLE Curriculum and Philosophy
 Psych 316: Adolescent Behavior
 At least 3 additional hours in Social Studies needed

TO:

ADDING A MIDDLE LEVEL EDUCATION ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add a Middle Level Education endorsement while completing their undergraduate requirements. Middle Level endorsements may be obtained for English/Language Arts, Mathematics, Science, or Social Studies. Middle Level endorsement will allow candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. See the attached chart for requirements for each area.

Content Area – English/Language Arts....PRAXIS II 0049 or 5049
 Course Work:
 MLE 422: MLE Curriculum & Philosophy
 Psych 316: Adolescent Behavior
 At least 3 additional hours in English needed

Content Area – Mathematics....PRAXIS II 0069
 Course Work:
 MLE 422: MLE Curriculum and Philosophy
 Psych 316: Adolescent Behavior
 At least 6 additional hours in Mathematics needed

Content Area – Science....PRAXIS II 0439
 Course Work:
 MLE 422: MLE Curriculum and Philosophy

Psych 316: Adolescent Behavior
At least 4 additional hours in Science needed

Content Area – Social Studies....PRAXIS II 0089 or 5089
Course Work:
MLE 422: MLE Curriculum and Philosophy
Psych 316: Adolescent Behavior
At least 3 additional hours in Social Studies needed

****Important** – Obtaining an additional certification is the sole responsibility of the candidate. The School of Education is not responsible for changes in add-on certification requirements. State forms and requirements may be obtained from <http://www.scteachers.org/cert> .

E. CHANGE, on page 175 of the current catalog, Right hand top column

FROM:

Content Area-English/Language Arts.....PRAXIS II 0049

TO:

Content Area-English/Language Arts.....PRAXIS II 0049 or 5049

F. CHANGE, on page 175 of the current catalog, Right hand top column

FROM:

Content Area – Social Studies....PRAXIS II 0089

TO:

Content Area – Social Studies....PRAXIS II 0089 or 5089

G. CHANGE, on page 178 of the current catalog under Junior Year in 4-year Plan for Middle Level Education:

FROM:

JUNIOR YEAR	
Course	FALL SEM. HRS.
HLTH 315	3
Speech Communication 101	3
Specialty Course	3
Specialty Course	3-4
Specialty Course	3-4

TO:

JUNIOR YEAR	
Course	FALL SEM. HRS.
HLTH 301	3
Speech Communication 101	3
Specialty Course	3
Specialty Course	3-4
Specialty Course	3-4
Total Credits	15-17

H. CHANGE, on page 179 of the current catalog, Left hand column**FROM:**

Pre-Professional Education	7 hours
EDUC 190, 191.....	4 hours
EDUC 190 and 191 are corequisites	
EDUC 305.....	3
Supporting Courses.....	6 hours
HLTH 315.....	3
PSY 316.....	3

TO:

Pre-Professional Education	7 hours
EDUC 190, 191.....	4 hours
EDUC 190 and 191 are corequisites	
EDUC 305.....	3
Supporting Courses.....	6 hours
HLTH 301.....	3
PSY 316.....	3

I. CHANGE, on page 179 of the current catalog**FROM:**

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their

undergraduate requirements. Adding Elementary Education allows candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses (if they have not been taken previously): MLE 316 (MLE 316), MLE 317 (MLE 317), Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exams: 0011 and 0012.

TO:

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. Adding Elementary Education allows candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses (if they have not been taken previously): MLE 316, MLE 317, Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exam 5015.

****Important** – Obtaining an additional certification is the sole responsibility of the candidate. The School of Education is not responsible for changes in add-on certification requirements. State forms and requirements may be obtained from <http://www.scteachers.org/cert> .

J. CHANGE, on page 180 of the current catalog

FROM:

MLE Concentration – Mathematics
 Secondary Endorsement – Mathematics
 PRAXIS II 0061 and 0063
 Additional Courses:
 Algebra (abstract & linear) (6)
 Math 134 (Recommended)

TO:

MLE Concentration – Mathematics
 Secondary Endorsement – Mathematics
 PRAXIS II 5061 or 0061 and 0063
 Additional Courses:
 Algebra (abstract & linear) (6)
 Math 134 (Recommended)

K. CHANGE, on page 180 of the current catalog**FROM:**

MLE Concentration – Science
 Secondary Endorsement – Biology
 PRAXIS II 0030
 Additional Courses:
 18 hours of Science, Biology 105 (Recommended)

TO:

MLE Concentration – Science
 Secondary Endorsement – Biology
 PRAXIS II 0439
 Additional Courses:
 18 hours of Science, Biology 105 and 115 (Recommended)

L. CHANGE, on page 180 of the current catalog**FROM:**

MLE Concentration – Science
 Secondary Endorsement – Science (all fields)
 PRAXIS II – 0030 OR 0070
 Additional Course:
 Marine Biology/Science (6/8), Chemistry 102 (Recommended)

TO:

MLE Concentration – Science
 Secondary Endorsement – Science (all fields)
 PRAXIS II 0070
 Additional Course:
 Marine Biology/Science (6/8), Chemistry 102 (Recommended)

M. CHANGE, on page 180 of the current catalog**FROM:**

MLE Concentration – Social Studies
 Secondary Endorsement – Social Studies (all fields)
 PRAXIS II 0081 and 0083
 Additional Courses:
 History 201 (U.S. History), History 205 (Recommended)
 Geography 102 (Recommended)

TO:

MLE Concentration – Social Studies
 Secondary Endorsement – Social Studies (all fields)
 PRAXIS II 5086 OR 0086
 Additional Courses:

History 201, History 205 (Recommended)
 Geography 102 (Recommended)

N. CHANGE, on page 180 of the current catalog

FROM:

MLE Concentration – Social Studies
 Secondary Endorsement – History
 PRAXIS II 0081 and 083
 Additional Courses:
 History 201, History 205 (Recommended)
 Geography 102 (Recommended)

TO:

MLE Concentration – Social Studies
 Secondary Endorsement – History
 PRAXIS II 5086 OR 0086
 Additional Courses:
 History 201, History 205 (Recommended)
 Geography 102 (Recommended)

O. CHANGE, on page 181 of the current catalog, under Early Childhood Courses

FROM:

313 Teaching Reading in the Primary School – BLOCK A (3) F, S. This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties.

TO:

313 Teaching Reading in the Primary School – BLOCK B (3) F,S. This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties.

P. CHANGE, on page 182 of the current catalog

FROM:

310 Using Technology Effectively in the Classroom (3). Designed for education majors, this course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing variety of software,

hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards.

TO:

310 Using Technology Effectively in the Classroom (3). (Prerequisite: Admission to Professional Education Program) Designed for education majors, this course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards.

*Rationale: Students need to have more exposure to the field of education than is offered by the three introductory courses.

Q. CHANGE, on page 182 of the current catalog

FROM:

380 Introduction to Exceptional Students (2) (Prerequisite: Admission to Professional Education Program) (Early Childhood: Block B, secondary corequisites: EDUC 393 and the appropriate methods courses in the major field – either EDUC 434, 435, 436, 437, or 438) F,S. This course is designed to provide preservice teachers with the theoretical bases and practical experiences to work with exceptional needs students who are mainstreamed into regular classrooms. Experiences will include exposure to, discussion of and implantation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching.

TO:

380 Introduction to Exceptional Students (2) (Prerequisite: Admission to Professional Education Program) (Early Childhood: Block A, secondary corequisites: EDUC 393 and the appropriate methods courses in the major field – either EDUC 434, 435, 436, 437, or 438) F,S. This course is designed to provide preservice teachers with the theoretical bases and practical experiences to work with exceptional needs students who are mainstreamed into regular classrooms. Experiences will include exposure to, discussion of and implementation of an IEP

(Individualized Education Program). This course should be taken in the semester just prior to student teaching.

R. CHANGE, on page 184 of the current catalog

FROM:

312 Health of the Young Child: Family, School, Community (3) (Prerequisites: EDUC 299 or permission of the Dean of the School of Education) S, SU. This course allows students to learn and reflect about, discuss, and suggest strategies to address the health and safety of young children. Course content includes children's "typical" and "atypical" physical and socioemotional development. Required for Early Childhood Education majors.

TO:

312 Health of the Young Child: Family, School, Community (3) (Prerequisites: EDUC 191 or permission of the Dean of the School of Education) S, SU. This course allows students to learn and reflect about, discuss, and suggest strategies to address the health and safety of young children. Course content includes children's "typical" and "atypical" physical and socioemotional development. Required for Early Childhood Education majors.

S. CHANGE, on page 184 of the current catalog

FROM:

315 Health Education (3) (Prerequisite: EDUC 299 or permission of department chair) F, S, SU. A course designed to acquaint students with the components of a modern coordinated school health program. A study of principles, practices, and procedures in health including planning, applications, and evaluation of health instruction and programs. Required for elementary education and middle level education majors.

TO:

315 Health Education (3) (Prerequisite: EDUC 191 or permission of the Dean of the School of Education) F, S, SU. A course designed to acquaint students with the components of a modern coordinated school health program. A study of principles, practices, and procedures in health including planning, applications, and evaluation of health instruction and programs. Required for elementary education majors.

Rationale: The content of Health 301 better matches the program needs of middle level education majors. Based on the Association of Middle Level Educators (AMLE) standards, our MLE initial level teacher preparation program should focus on “knowledge of the early adolescent” rather an emphasis on “teaching” health. Middle level teachers are not expected to teach health.

IV. Graduate Council

1. Proposal from School of Education

A. **MODIFY**, on page 210 of the current catalog, under GRADUATE CHECKPOINTS-M.A.T.-LD,

FROM:

ADMISSION TO STUDENT TEACHING (Check Point II)

1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 grade point average or higher
2. Successful SLED background check and finger printing
3. Approval by the Learning Disabilities Program Committee
4. Passing scores on all required parts of PRAXIS II (PLT, LD, and Core)
5. Acceptable dispositions rating in EDUC 621

TO:

ADMISSION TO STUDENT TEACHING (Check Point II)

1. Completion of all required program coursework (except 769, 770, and electives) with a 3.0 grade point average or higher
2. Passing scores on all required parts of PRAXIS II (a) PLT (Principles of Learning and Teaching), (b) Special Education: Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities)
3. Completion of the South Carolina Department of Education Application for Educator Certificate (including updated background check and updated fingerprinting) and receive approval by the state of South Carolina.
4. Attendance at a **mandatory** meeting held the semester prior to Student Teaching. (Date & Time will be posted)
5. Submission of student packet (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores no later than Reading Day of the semester prior to Student Teaching.
6. Positive recommendations from EDUC 746 & EDUC 764 (practicum) course instructors
7. Acceptable dispositions rating in EDUC 621
8. Approval by the Learning Disabilities Program Committee

Rationale for A: Although these steps have always been part of the process for admission to student teaching, listing them in the catalog will better clarify the process.

B. **MODIFY**, on page 212 of the current catalog

FROM:

Electives

6 hours

Candidates may select from among the following courses a combination totaling six graduate hours. Course selection must be made after consultation with program coordinator.

EDUC 616 Public School Curriculum and Organization K-12 (3)
 EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
 EDUC 742 Procedures for the Divergent Learner (3)
 EDUC 744 Quantitative Processing and the Divergent Learner (3)
 EDUC 771 Introduction to Early Childhood Special Education (3)
 EDUC 780 Assessment of Young Children with Disabilities (3)
 EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

TO:

Electives

6 hours

Candidates may select from among the following courses a combination totaling six graduate hours. Course selection must be made after consultation with program coordinator.

EDUC 616 Public School Curriculum and Organization K-12 (3)
 EDUC 720 Educational Methods for Intellectual and Developmental Disabilities (3)
 EDUC 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
 EDUC 742 Procedures for the Divergent Learner (3)
 EDUC 744 Quantitative Processing and the Divergent Learner (3)
 EDUC 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)
 EDUC 771 Introduction to Early Childhood Special Education (3)
 EDUC 780 Assessment of Young Children with Disabilities (3)
 EDUC 784 Methods for Teaching Young Children with Disabilities (3)
 EDUC 788 Social/Emotional Development and Guidance for Young Children

with Disabilities (3)

Rationale for B: A new lesson planning & IEP development course (EDUC 762) was created and will now become a strongly suggested elective for this program.

C. **MODIFY**, on page 215 of the current catalog, the title and description for EDUC 769

FROM:

769 Case Study, Small-Group, and Action Research in Education

(3) (Prerequisites: EDUC 611, EDUC 623 and EDUC 761; and PSY 663; or permission of the school) F, S. This course will address research paradigms for studying individuals and small groups, and for investigating the nature and extent of change in educational systems. The emphases of this course will include designing and implementing single-subject and small group studies, as well as critically evaluating the contributions and limitations of published research that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information.

TO:

769 Case Study, Small-Group, and Action Research in Special Education

(3) (Prerequisites: EDUC 611, EDUC 623 and EDUC 761; and PSY 663; or permission of the school) F, S. This course will address research paradigms for studying students with learning disabilities, and for investigating the nature and extent of change in public educational systems. The emphases of this course will include designing and implementing small group studies for students with learning disabilities, as well as critically evaluating the contributions and limitations of published research that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information on students with learning disabilities.

Rationale for C: Adding “Special” to the course title will better identify it as a course for our special education program. Adding “students with learning disabilities” and “public” to the course description will clarify that the population studied is restricted to only students with learning disabilities in a public school setting.

D. **ADD**, on page 213 of the current catalog,

635 Family-School-Community Partnerships in High Poverty Schools (3)

(Prerequisite: EDUC 555 or permission of the school) F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.

E. **ADD**, on page 213 of the current catalog,

636 Language, Literacy, and Poverty (3) (Prerequisite: EDUC 555 or permission of the school) F, S, SU. This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading and writing and reading and writing across the curriculum are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

Rationale for D & E: Over the last eight years, the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty has been studying what makes teachers most effective with low-income children. Six **Standards for Teachers of Children of Poverty** have been developed, along with specific strategies that must be employed by those teachers to maximize positive brain change, increase student investment in learning, and, subsequently, increase achievement and likelihood of success. These standards and strategies are now infused into every teacher education program at Francis Marion University.

Currently, the FMU Center of Excellence is funded by Proviso 1A.47 of the 2012-13 General Appropriations Act:

"... Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty."

Therefore, the Center assembled an impressive task force comprised of P-12 and college and university educators from across the state to collaborate in the development of a proposal for Add-On Certification for Teachers of Children of Poverty. This project was presented to the Legislature in Fall 2011, and approved without dissent in June 2012. Proviso 1A.47 charges the Center of Excellence with the development of model course documents.

Upon university approval, EDUC 635 and EDUC 636 will become the third and fourth courses in a series of four that leads to Add-On Certification for Teachers of Children of Poverty, as awarded by the South Carolina Department of Education. At present, no other institution offers any of the graduate level courses required for this certification.

2. Proposal from the School of Business

A. **CHANGE** on page 205 of the 2012-2013 Francis Marion University Catalog **FROM:**

The Master of Business Administration degree program is designed to prepare students for management positions in business, government, industry and nonprofit institutions and to provide continuing educational opportunities for those persons already so employed in the Pee Dee region of South Carolina. All required courses are offered during the evening hours.

TO:

The Master of Business Administration degree program is designed to prepare students for management positions in business, non-profit institutions, and government.

RATIONALE FOR A

This change provides a more concise, accurate and current description of the MBA program.

B. **ADD** on page 207 – 208 of the 2012-2013 Francis Marion University Catalog after BUSINESS COURSES (BUS)

605 Business Tools for the MBA (3) (Prerequisite: Admission to the M.B.A. Program or approval of the Dean of the School of Business) F, S, SU. The course will provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

RATIONALE FOR B

After considerable discussion among the MBA faculty and the overall School of Business faculty, a consensus was reached on how best to address the MBA foundational requirements. The proposed course, BUS-605, Business Tools for the MBA, is the result of those discussions. This proposed course provides a single encapsulated preparatory course. The proposed course, BUS-605, Business Tools for the MBA, assumes no prior business course completion. BUS-605 is designed to bring an entry-level MBA student, who does not possess a business school undergraduate degree or who has not successfully completed other qualifying business school courses, up to a level where he/she can have a reasonable expectation of being able to enter into and successfully complete the MBA program. Foundational accounting, applied statistics, finance, and business software applications will be covered.

C. **DELETE** on page 207 – 208 of the 2012-2013 Francis Marion University Catalog

505 Principles of Financial Management (2) (Prerequisite: Admission to the M.B.A. Program or approval of the Dean of the School of Business) SU. An introduction to the basic financial tools and techniques used in corporate financial management, including planning, assets management, capital budgeting, capital markets, and international finance.

506 Principles of Information Systems (2) (Prerequisite: Admission to the M.B.A. Program or approval of the Dean of the School of Business) SU. Study of the organizational and management issues related to the application of information systems technology into the firm and the management of information systems technology in business organizations.

509 Principles of Marketing (2) (Prerequisite: Admission to the M.B.A. Program or approval of the Dean of the School of Business) SU. An introduction to the core concepts of marketing and its key role in the development and implementation of business strategy and tactics.

505 Special Topics in Economics (3) (Prerequisite: Eligibility for teacher certification in social studies and a bachelor's degree or permission of school) As Needed. Study of current economic problems. Topics will vary. Emphasis on applying economic concepts to problems in the social sciences. Economics 505 and 600 are not part of the M.B.A. curriculum.

RATIONALE FOR C

The deletion of these courses reflects the addition of Bus 605, Business Tools for the MBA.

D. **CHANGE** on page 205 of the 2012-2013 Francis Marion University Catalog
FROM:

ADMISSION REQUIREMENTS

Students are accepted for graduate study in business as degree students. To be considered for admission as a graduate degree student, the applicant should fulfill the following requirements:

1. Submit the graduate application for admission and pay the nonrefundable application fee.
2. Submit official transcript(s) of all undergraduate and graduate work from accredited institutions. Have earned an undergraduate degree from an accredited institution as evidenced by the official transcript(s).
3. Submit the official Graduate Management Admissions Test (GMAT) score.
4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.
5. Have an acceptable admission score as determined by combining the undergraduate grade point average grade point average (GPA) and a recent score of not less than

400 on the GMAT. Either of the following formulas may be used: $(\text{GPA} \times 200) + \text{GMAT} \geq 950$
 or
 $(\text{GPA} [\text{in upper-level courses}] \times 200) + \text{GMAT} \geq 1000$

NOTE: Upper-level courses include all hours taken after the first 60 semester hours at the undergraduate level.

6. Have successfully completed the business foundation material. This material may be satisfied by either of the following options:

a) The undergraduate Foundation Option: Complete the three undergraduate foundation courses (9 hours) listed below (or their equivalents as approved by the coordinator of the M.B.A.). Successful completion must be evidenced by the official transcript(s). Only those courses with grades of C or higher will be acceptable

MIS 327 Information Systems Fundamentals.....	3
FIN 341 Financial Management.....	3
MKT 331 Principles of Marketing.....	3
TOTAL.....	9

b) The Graduate Foundation Option: Complete the three graduate foundation courses (6hours) listed below (or their equivalent as approved by the director of the M.B.A.). Successful Completion must be evidenced by the official transcript(s). Only those courses with grades of C or higher will be acceptable.

BUS 505 Principles of Financial Management.....	2
BUS 506 Principles of Information Systems.....	2
BUS 509 Principles of Marketing.....	2
TOTAL.....	6

Student may enroll in courses under either foundation option before taking the GMAT provided the student has earned an undergraduate degree from an accredited institution as evidenced by the official transcript(s).

7. Submit personal statement indicating your work experience and why the Master of Business Administration degree would be useful in your career.

All of the above materials must be submitted in one packet to:

Graduate Office
 Francis Marion University
 PO Box 100547
 Florence, SC 29502-0547

To be guaranteed timely consideration for acceptance into the M.B.A. program, all of the above materials should be submitted by:

Fall Admission: March 15
 Spring Admission: October 15

It is the applicant's responsibility to gather all materials to compete his/her application. Only those completed (with all materials) will be reviewed by the School of Business MBA Committee.

To receive an application or for any questions, please call the Graduate Office at 843-661-1284

TO:

ADMISSION REQUIREMENTS

To be considered for admission, the applicant must:

1. Submit the Graduate Application for Admission and pay the non-refundable application fee.
2. Submit official transcripts of all undergraduate and graduate work from accredited institutions.
3. Have earned a baccalaureate degree from a regionally-accredited institution as evidenced by the official transcript.
4. Submit an official Graduate Management Admissions Test (GMAT) or Graduate Records Examination (GRE) score. This GMAT/GRE requirement may be waived for applicants with advanced degrees and/or professional qualifications.
5. Submit at least one, but preferably two or more, letters of recommendation.

International applicants for whom English is not their native language must submit a Test on English as a Foreign Language (TOEFL) score. Personal interviews with the Director and/or the MBA Admissions Committee may also be required.

Application materials must be submitted to:

Graduate Office
Francis Marion University
PO Box 100547
Florence, SC 29502-0547

It is the applicant's responsibility to gather all materials to compete his/her application. Only those completed (with all materials) will be reviewed by the School of Business MBA Committee.

To receive an application or for any questions, please call the Graduate Office at 843-661-1284.

RATIONALE FOR D:

The MBA Committee has reviewed the application process, and the intent of the recommended change is to make the application procedure less cumbersome and intimidating for potential students, provide a more holistic approach to the admissions process, and to make our application and admissions process more comparable to our regional MBA competitors. Additionally, this allows a student to be officially accepted as a graduate student prior to completion of the foundation course.

E. CHANGE on page 206 of the 2012-2013 Francis Marion University Catalog

FROM:

REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

Each student seeking the M.B.A. degree must complete the following requirements and adhere to the stated policies:

1. The student must successfully complete the foundation material requirement described earlier.
2. The student must successfully complete the 36 semester hours required in the selected program.

TO:

REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

Each student seeking the M.B.A. degree must adhere to the stated policies and must:

1. Complete the foundation course Bus 605 (or Finance 341) with a grade of C or higher.
This requirement may be waived depending upon review of academic history.
2. Complete the required 36 semester hour M.B.A. program:

RATIONALE FOR E:

This change reflects the change of the foundation requirements.

**F. CHANGE on page 207 of the 2012-2013 Francis Marion University Catalog
FROM:**

Although there is no required order for these courses, it is recommended that students take Management 773 in the first or second semester and take Management 759 in the last semester. The normal course load of students working full-time is two courses each in the fall and spring semesters and one course in the summer.

TO:

Although there is no specified order for these courses, there is a strongly recommended course sequence that students should follow to ensure that they possess the entry-level knowledge and understanding assumed by certain MBA courses. For more detail, students should consult the MBA website and/or the Director of the MBA program.

RATIONALE FOR F:

Students seeking an MBA enter with a range of experience and academic preparation. After extensive discussion it is the consensus of the MBA faculty that advising is an appropriate means for insuring that students successfully progress through the program. This change increases the flexibility of scheduling for MBA students.

**G. CHANGE on page 208 of the 2012-2013 Francis Marion University Catalog
FROM:**

755 Production Management (3) (Prerequisite: 773) S. Covers application of systems analysis, statistics, and management science techniques to the production operations functions of business. Topics include forecasting, capacity planning and location, aggregate planning, product design, inventory management, scheduling of

tasks and projects, quality assurance, and simulation of productive systems. The course uses a combination of exercise solving, term papers, and field projects.

TO:

755 Production Management (3) S. Covers application of systems analysis, statistics, and management science techniques to the production operations functions of business. Topics include forecasting, capacity planning and location, aggregate planning, product design, inventory management, scheduling of tasks and projects, quality assurance, and simulation of productive systems. The course uses a combination of exercise solving, term papers, and field projects.

RATIONALE FOR G:

Students enter the MBA program with a range of experience and academic preparation. After extensive discussion, it is the consensus among the MBA faculty that advising is the appropriate means for insuring that students progress successfully through the program. This change increases the flexibility of scheduling for MBA students and makes Management 755 consistent with the other MBA courses.